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Questions in General and Educational Psychology, by GUY MONTROSE WHIPPLE. C. W. Bardeen, Syracuse, N. Y., 1908. 197 p. (Cornell Study Bulletins for Teachers, No. 3.)

The range of these questions is wide and interesting. It covers the nature and scope of psychology, mind and body, heredity, acquired forms of response, sensory-motor mechanism, the general principles of mental elaboration, perception and observation, memory, imagination, conception and language, judgment, apperception, the affective process, formal discipline or general training, abnormal and anomalous psychoses. This bulletin is the outgrowth of an attempt on the part of the writer to supply his students with the means for checking up their progress in psychology, and for securing their intelligent assimilation of the material supplied by lectures, reading, and classroom discussions. Believing as we do that this is a very great need in the teaching of this subject at the present time, especially in view of the prevalence of the lecture method, we can but welcome this text, even though it seems to us, from a rather cursory reading, to be somewhat uneven in its merits.

Ethics, by JOHN DEWEY and JAMES H. TUFTS. Henry Holt & Co., New York, 1908. 618 p.

This text strives to awaken a vital conviction of the general reality of moral problems and the value of reflective thought in dealing with them. The historical material in Part I is subordinated to this end. Part II is devoted to different types of theoretical interpretation and Part III to typical social and economic problems which characterize the present. It is hard for the student of morals to get the subject objectively and definitely before him, so that the problems seem real. Conduct is so intimate that it is hard to analyze. Hence all must be concrete, and yet the classical conceptions of moral theory are of remarkable importance in illuminating the obscure places of the moral life and in giving the student clues that will enable him to explore it for himself. The authors do not aim to inculcate a ready-made system, and they recognize that in the political and economic portions of Part III no definite treatment is yet possible. It should be added that the first two hundred pages, or Part I, are by Professor Tufts; and the third part (pp. 427-606) by both authors. For each main topic, a list of important literature is given, and there is a well-made index.

Psychotherapy. A course of reading. Combining sound psychology, sound medicine and sound religion. Vol. I, No. 1. Centre Publishing Co., New York, 1908. 100 p.

This admirably printed journal as edited by W. B. Parker and published by the Centre Publishing Company, 30 Church Street, New York, contains articles by Dr. Richard C. Cabot, J. J. Putnam, Rev. L. W. Batten, Prof. J. R. Angel, F. T. Stimpson and Rev. Lyman P. Powell. Others whose co-operation is enlisted are Prof. Jastrow, Bishop Fallows, Prof. Royce, Prof. Woodworth, and Dr. F. Peterson. The opening article is by Dr. Cabot, who speaks of psychotherapy in Europe, strangely enough, without even a mention of the Freud school, but declares that psychotherapy "has its place, not instead of, but by the side of, chemical and physical methods." He advises those interested to associate with the Harvard psychologists and thinks we need team work. Dr. J. J. Putnam holds that man is a psychophysical organism, that the right philosophy is important, that materialism and pessimism are current and should be resisted, refers to the work of Loeb, Sherrington, Bergson, and also has a word to say about pragmatism, will, faith, etc. Another article by Dr. Batten characterizes healing in the Old Testament. Professor Angel treats of the relations